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ABSTRACT

Three enabling objectives and related learning experiences (specifying resources used) to help students identify their individual needs and the occupations in which these needs may be satisfied are outlined in the learning opportunities package (one of a series developed for use at the high school level). The student objectives are to: (1) study the theory of work adjustment and make application of that theory to himself and his present activities, (2) study workers in their preferred occupations to assess their satisfactions and dissatisfactions, and (3) compare immediate rewards with long-term rewards in several occupational fields. The series constitutes a career development curriculum which focuses on concepts of self, community, social issues, and other themes which are of concern to young people, and may be implemented through traditional subject areas, or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. (TA)

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SATISFACTIONS AND REWARDS OF WORK

A Career Education Resource Guide

by

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RATIONALE

Choosing and planning a career should be based on a consideration of the potential satisfactions in occupations as well as the chances for success and being able to perform occupations satisfactorily. Young people often tend to evaluate occupations on the basis of immediate rewards and extrinsic factors such as the amount of pay and working conditions. This is to be expected when students know very little about occupations and the intrinsic kinds of satisfactions workers get from their jobs.

This learning opportunities package provides experiences whereby students would become aware of the kinds of occupations which are potentially satisfying for them. The activities in this package help students to identify their individual needs and the occupations in which their needs may be satisfied.

The learning activities are based on The Theory of Work Adjustment which is the result of a comprehensive research program at the University of Minnesota, Industrial Relations Center. A basic proposition of this theory is that individuals will be satisfied in their jobs when the rewards and reinforcers in the work situation correspond to their individual needs.

Suggestions for Use of the Material

This package is one of a series developed for use at the high school level. Constituting a career development curriculum (CDC), these packages identify important concepts of self and community which too often are left at the periphery of the curriculum. They focus on the kinds of social issues and vital themes which make up real life and are of concern to young people.

The career development objectives and learning activities contained in this and other packages of the series may be implemented through the traditional subject areas or they may be taught by teachers and/or counselors as self-contained mini-courses or group guidance units. A teacher who wishes to incorporate career development activities in her course of study has the option of teaching an entire package or selecting those enabling objectives and learning opportunities which interest her most, fit her time schedule, or best meet the needs of her students. In choosing this latter option, however, the teacher should be aware that there is a sequential ordering of the enabling objectives within any one package. The sequencing moves from basic concepts to more complex concepts.

Ideally, a coordinated approach which distributes these learning activities throughout all subject areas of the curriculum is recommended. Such an approach may be achieved where teachers of the various disciplines, in consort with each other, identify those objectives and activities having relevance for their respective areas and incorporate these activities in an overall curriculum plan.

TERMINAL PERFORMANCE GOALS:

The student will:

1. Identify personal needs and sources of satisfaction that he should consider in planning his career.

2. Describe his preferred occupation in terms of its potential as a source of satisfaction and human expression of self.

ENABLING OBJECTIVES:

70 #1. Studies the theory of work adjustment and makes applications of that theory to himself and his present activities.

LEARNING EXPERIENCES:

The teacher should obtain copies of the following bulletins from the Industrial Relations Center, University of Minnesota, Minneapolis 55455, to become familiar with the theory of work adjustment:

Bulletin #47 Theory of Work Adjustment
Bulletin #48 Occupational Reinforcer Patterns

1. Tuning In Activity. Ask the students what rewards are most important to them in choosing a career. List these on the chalkboard and then have the students rank the three most important factors and tabulate the results.

   "Spiral" into the theory of work adjustment by explaining the importance of considering many factors in planning one's career. Statements such as:

   a. I like teaching because _____. (teacher's personal reasons)

   b. Some people want a lot of activity in their work.

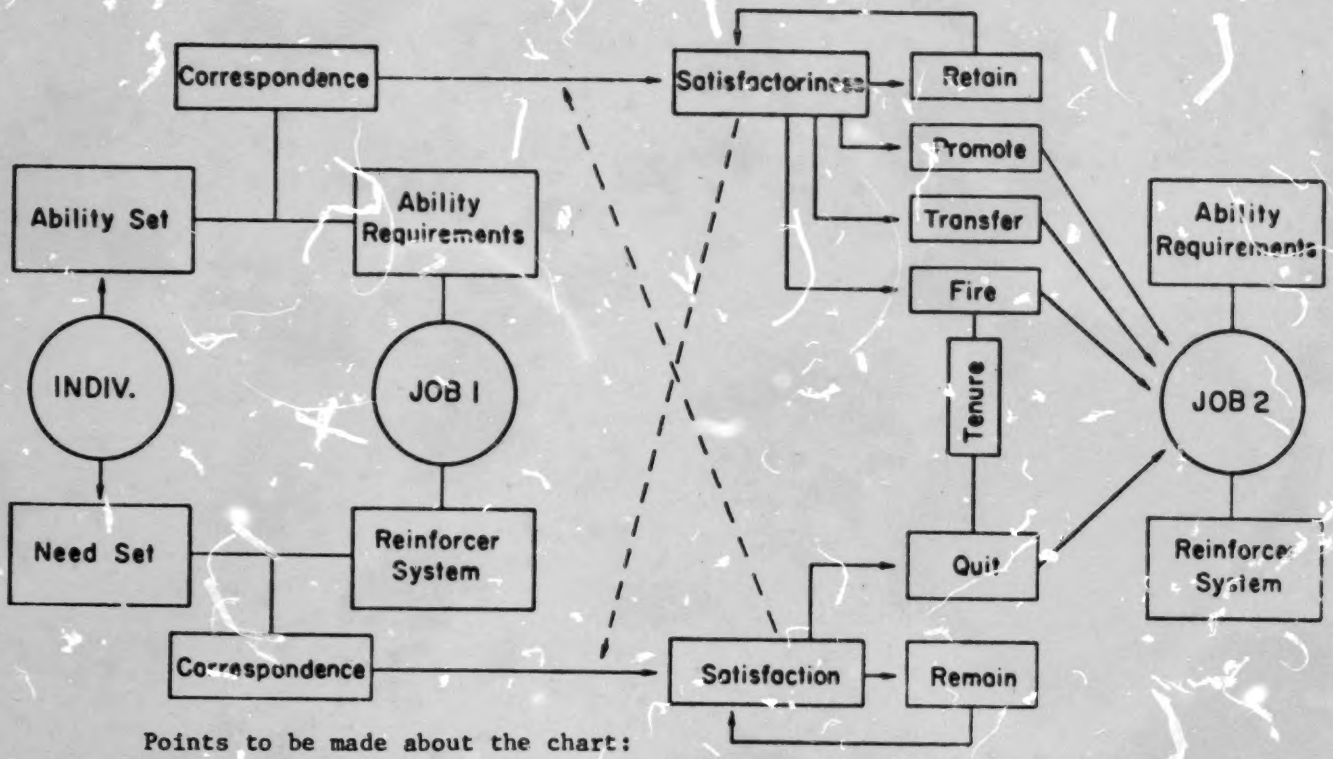
   c. Others choose careers in which they can do creative kinds of things, etc. (fashion designers, writers, teachers)

   d. If a person knows what he wants from his work and knows what kinds of jobs offer the satisfactions he seeks, he can make better career plans.

   e. If a person knows what abilities are required in jobs and what his own ability potentials are, he can better prepare for the job he wants.

2. Visual Presentation. Teacher uses an overhead projection of the following chart to illustrate the Theory of Work Adjustment and how one's satisfaction in a job depends on the extent to which the job meets the individual needs of the worker, and whether or not he will be satisfactory depends on his having the required abilities.

WORK ADJUSTMENT



Points to be made about the chart:

a. Jobs can be described in terms of the abilities required. (e.g., clerical skills, ability to sell, mathematical ability, etc.)

b. Individuals can be described in terms of the abilities they have. (e.g., clerical, artistic, technical knowledge, etc.)

c. "Satisfactoriness" -- the employer's evaluation of the employees -- depends on the correspondence between the abilities required and the abilities possessed by employees.

d. Jobs can also be described in terms of the "reinforcers" or rewards that are available to workers. (e.g., responsibility, social service, variety, etc.)

e. Individuals can be described in terms of the psychological needs they have (e.g., advancement, variety, authority (see list in Appendix to this unit.)

f. Job "satisfaction" depends on the extent to which a job provides the "reinforcers" or rewards which meet the individual's needs.

g. Satisfactoriness - ability to perform the job well - and satisfaction - the extent to which the job satisfies psychological needs - are interdependent (e.g., If one performs well he is likely to get a sense of achievement, recognition, more responsibility, etc. Or, if one is satisfied he is more likely to be motivated to use his abilities in performing well.)

h. When one is choosing an occupation, he should consider whether he has the abilities required and if the occupation offers the rewards he seeks.

3. Discussion. Ask students which of the factors shown on the rating sheet are most important. (See rating sheet on page 8; have copies duplicated for students.) Have students complete the rating sheet and discuss results what factors are very important to most people in the class? Which are least important?

4. Case Problem. Have students read the case problem on page 10 and discuss the questions listed.

5. Need-Analysis. The purpose of this activity is to make students conscious of the kinds of activities in which they engage that satisfy their individual needs. Have them recall some activity which they particularly enjoyed and identify what was satisfying in that activity. The activities might include such things as the following:

   Serving on a committee.
   Participating in a service project.
   Conducting a science experiment.
   Constructing or building something.
   Appearing in a program or play.
   Creating something in art, writing, home economics or industrial arts.
   Selling candy at the football game.

   Have each student describe his feelings about his experience before the class or in small groups and have the other class members identify the needs that were satisfied, using the list on the rating sheet at the end of this unit.

6. Assessment of Needs. Administer the Minnesota Importance Questionnaire (Source: Minnesota Industrial Relations Center) and have individual profiles of each student's needs patterns made. Use Bulletin 48, Occupational Reinforcer Patterns, and discuss the interpretation of scores and profiles. Students should be told that their needs patterns are relatively unstable at their age but will stabilize as they mature and obtain job experience.

   Use copies of Occupational Reinforcer Patterns and have each student study the needs patterns of workers in their preferred occupation. Have them prepare oral or written reports on how their perceived needs correspond with those of workers in the preferred occupation.

EO #2. Studies workers in their preferred occupations to assess their satisfactions and dissatisfactions.

LEARNING EXPERIENCES.

1. Field Interview. Have students interview three workers in their preferred occupations and ask workers to rank (1,2,3, 4,5) the factors from the list on the rating sheet (page 8)

that are most satisfying. Also, ask workers to identify 3-5 factors which are sources of dissatisfaction. Parents may also be interviewed. If possible, have the interviews taped and played back in class for analysis of workers' satisfactions.

2. Field Observation. Have students visit several work situations in which their preferred occupation is found and observe individuals performing the occupations. Have students identify characteristics of the work activity and the work environment which they particularly like or dislike. Have them hand in a written evaluation of how the observed occupation would satisfy their needs.

3. Film Production. Have students prepare a slide-tape or video-tape production of workers in different occupations illustrating the satisfactions in the work. An example might be a nurse who gets satisfaction from helping a patient or a custodian who is proud of the appearance of the building. The film can be shown to other groups to provide information on job satisfaction.

4. Resource Speakers. As a continuing activity during the school year, whenever a resource speaker talks to the class, have students listen for clues that indicate the satisfactions the speaker derives from his work -- also dissatisfactions. Following those talks, ask students what they felt the speaker revealed about satisfactions and dissatisfactions in his job. Speakers may also be taped for playback at a later time and listening for clues where the speaker derives his satisfactions.

EO #3. Compare immediate rewards with long-term rewards in several occupational fields.

LEARNING EXPERIENCES

1. Evaluation of Job Opportunities. Have students identify three jobs from the want ads or some other source, jobs for which they might qualify at the present time, and have them evaluate the jobs on the rating scale on page 11. In small groups, have students discuss and compare their ratings and report to the class which job opportunities they rated highest.

2. Comparison of Short - and Long - Term Rewards. Ask students to examine the short and long-term rewards of several occupational fields and evaluate these on the chart shown on page 12. To obtain information needed to make an evaluation, the students might consult the following sources:

   a. Occupational Outlook Handbook
   b. Dictionary of Occupational Titles

c. Interview with workers in several industries to find out what are the satisfactions and dissatisfactions in their work.

Evaluation

Have students prepare a written report or essay describing their preferred occupation in terms of how they perceive the job to provide personal satisfactions as well as economic reward.

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DIMENSIONS OF VOCATIONAL NEEDS

Ask Yourself: How important is it to an ideal job for me; the kind of job I would most like to have?

Check the box on the right indicating the degree of importance you would personally attach to each item.

	Very Important	Important	Un-important	Neither Important or Un-important	Very Un-important
1. Ability Utilization: I could do something that makes use of my abilities.					
2. Achievement: The job could give me a feeling of accomplishment.					
3. Activity: I could be busy all the time.					
4. Advancement: The job would provide an opportunity for advancement.					
5. Authority: I could tell people what to do.					
6. Company Policies & Practices: The company would administer its policies fairly.					
7. Compensation: My pay would compare well with that of other workers.					
8. Co-workers: My co-workers would be easy to make friends with.					
9. Creativity: I could try out some of my own ideas.					

	Very Important	Important	Un-important	Neither Important or Un-important	Very Un-important
10. Independence: I could work alone on the job.					
11. Moral Values: I could do the work without feeling that it is morally wrong.					
12. Recognition: I could get recognition for the work I do.					
13. Responsibility: I could make decisions on my own.					
14. Security: The job would provide for steady employment.					
15. Social Service: I could do things for other people.					
16. Social Status: I could be "somebody" in the community.					
17. Supervision-Human Relations: My boss would back up his men (with top management).					
18. Supervision-Technical: My boss would train his men well.					
19. Variety: I could do something different every day.					
20. Working Conditions: The job would have good working conditions.					

CASE PROBLEM

Cindy King has just graduated from high school and is looking for a job. She likes fashions and is looking forward to having her own money to buy clothes. One of the school activities she enjoyed most was a fashion show in which she was the commentator. Cindy had even considered becoming a fashion designer because she likes creative things and is aware of her flair for clothes. Everyone liked Cindy because she was a very outgoing person and tended to be the "life of the party" when she was in a crowd. Her grade record was not exceptional and it was apparent that she would have to earn some money before she could go on to school.

The last day of school she looked over the job openings on the bulletin board and found the following listings:

1. Waitress -- Hotel Milton - $1.65 (plus tips). Uniforms furnished.

2. Telephone Operator - $2.00. Regular periodic increases in wages and flexible hours.

3. Salesperson - Department Store - $1.65. Employee discount and flexible hours.

Cindy was confident that she could qualify for any of these three positions, but she wanted to apply for the one which would be most satisfying and interesting until she made up her mind about whether or not she would go to college or vocational school.

From what you know about Cindy's interests and the kinds of activities she enjoys, which job would you advise her to take? Why?

EVALUATION OF JOB OPPORTUNITIES

Rate each job on the factors in the left hand column according to the following scale:

5 Excellent
4 Good
3 Average
2 Fair
1 Poor

	Title of Job #1	Title of Job #2	Title of Job #3
Beginning Salary			
Possibility of Raises			
Work Environment			
Physical Demands			
Convenience of Location			
Reputation of Firm			
Fringe Benefits			
Co-worker Relations			
Use of My Abilities			
Interesting Work			
Pressures			
Learning Opportunity			
Variety of Activities			
Service to Others			
Opportunities for advancement			
Hours of Work			
Social Status			
TOTAL SCORE			

IMMEDIATE VS. LONG-TERM REWARDS

Directions: From the occupational fields at the bottom of the chart, select three occupations which are of interest to you. Write in the names of those three on the chart in spaces provided at the top. For each of the three occupations, indicate your evaluation of the occupations on the factors listed on the left by marking (+) for good and (-) for poor in the squares. Factors 9 and 10 are additional factors which you consider very important.

	Entry	Five Years	Entry	Five Years	Entry	Five Years
1. Weekly earnings						
2. Working conditions						
3. Co-worker relations						
4. Independence						
5. Variety						
6. Chance to be creative						
7. Learning opportunity						
8. Status						
9. _____						
10. _____						

Occupational Fields

Apparel
Automotive
Communication
Construction
Education
Electric Light and Power
Equipment Manufacturing
Finance, Insurance, Real Estate
Food and Lodging
Government
Health and Welfare
Maintenance and Repair
Materials and Manufacturing
Merchandising and Retail Trade
Metal Production
Personal and Protective Services
Printing and Graphic Arts
Science
Transportation

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